Drop Out and the Reasons, in the Public Primary Schools at Malir, Karachi-Pakistan

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Abstract
Introduction: Dropping out of school poses significant challenges to individual students, families, and society at large. By examining the underlying causes and consequences of dropout rates in primary schools, this study aims to shed light on this critical issue and inform strategies for prevention and intervention.

Methodology:This qualitative study involves students, parents, teachers, and school administrators from public primary schools in district Malir. Purposive non-random sampling was used to select participants, and data was collected through semi-structured interviews. Thematic analysis was employed to analyze the data, exploring factors contributing to student dropout.

Results/Findings:The study identified socio-economic conditions, academic difficulties, inadequate school environment, and teacher and peer behavior as key factors influencing dropout rates. Additionally, family priorities, such as earning income or supporting

household chores, were found to contribute to student dropout.

Future Direction: *This research contributes to the understanding of dropout among primary school students and provides insights for policymakers, educators, and stakeholders. The findings underscore the need for evidence-based strategies, interventions, and policies to reduce dropout rates and promote educational success for all primary school students.*

Keywords: *Dropout, Parents, Socio-Economic, Teachers,*

Introduction

The single most effective instrument for the advancement and growth of humanity is education. It not only ensures the socioeconomic advancement of the general populace but also makes a substantial contribution to the economic development of the nation as a whole. Primary education provides the youngest members of a state's population with the tools they need to understand the world as it is today and the skills necessary to meet the difficulties that lie ahead in their lives. It is difficult to provide the basic needs of this huge population. Big challenges are faced to meet the goals of food, shelter, clothing, jobs, education, and medical facilities. The highest priority which needs more attention is the education sector without basic education it's not easy to achieve other goals. As the fundamental cornerstone of our educational system, ensuring high-quality education is essentially the only method to achieve progress. A significant problem in this situation is the multi-factorial dropout at the primary level. So, we must create a thorough and consistent procedure so that we can provide the maximum results in this field. Given the ever-evolving nature of the world, education is crucial. It is a known truth that countries' high levels of education contributed to their growth since such education guarantees excellent people. These people actively contribute to improving the societies that are necessary for healthy societies. Since people are the fundamental building blocks of civilizations and play a crucial role in the development of nations, education is essential for everyone. The value of primary education has grown significantly in students' lives as they pursue higher education. This is the first step in raising the literacy rate in nations, laying the groundwork for their social. political. and economic advancement (Kenedi et al., 2019).

Pakistan faces difficulties in raising the standard of education, much like other emerging nations. However, the nation has seen low enrolment and high dropout rates for primary pupils, which are both strongly tied to the nation's literacy rate (Amir, Sharf, & Khan, 2020). A considerable portion of Pakistan's population, 20.5 million children, are not enrolled in school

(Alif Ailaan, 2014). In Pakistan, primary education is the foundational kind of education, without which pupils are unable to pursue higher education. Therefore, a high primary enrolment rate may help to raise the nation's literacy rate. But it turns out that only one of the three enrolled boys completed his primary schooling. In Pakistan, just one out of every fiveenrolled girls completes her primary education (Amir, Sharf, & Khan, 2020). At the primary level, 45% of registered pupils dropped out. Thus, 20 percent of females and 33 percent of boys finish primary school. This revealed that in Pakistan, 77 percent of boys and 80 percent of registered girls leave school before finishing their primary education. These numbers show poor levels of literacy among both sexes, particularly among women, who make up 50% of the population. Therefore, the governments must improve the enrolment and retention of both genders in primary-level education to achieve an improved literacy rate in the nation. In Pakistan, school dropout is a problem mostly affecting needy and destitute families whose parents are unable to meet the financial demands of schooling or even pay for their basic sustenance needs. The literacy rate between men and women is vastly different, and despite the Sindh government's numerous initiatives, the disparity persists. As a result, many children get admission to school but fail to appear, learn, or progress either enrolled for several years or dropping out of school. Plenty of reasons behind the dropout of any student from school, likeEducational Traveling Expenses , Not ready for school education, Unhappy with School, Discouraging Environment, Wrong selection of subjects, Conflict with work and family commitments

In Pakistan different governments took different steps to improve the standards of education and as well different NGOs also helped them. We have a responsibility when a child reaches the age of 5-6 years s/he is sent to school for education. Decades passed but unfortunately, no improvement has been seen in education yet. Students are not willing to mainly focused on education but also the affection for education. Students perform either in a good way or bad way as well, Good students are highly appreciated but later, the same students may perform badly because no proper guidance is received from parents and teachers. Dropout from school, not even an individual act parents and teachers may also be involved significantly. Dropout from school is a problematic normal violation (Dorn, 1993). Lack of motivation and mental health are also associated factors. Policies to improve the school system to reduce the ratio of dropout students. In 2021 school complaints were 61% higher than in the previous year. Limited learning in crowded classrooms with limited resources and unqualified teachers. Dropout from educational institutes is

a serious concern for parents and the community (Christle, Jolivette, & Nelson, 2007). Children of different ages and mental states are mixed in a classroom without proper seating arrangement, environment, or teaching methods. All these factors present at the yearend examine the student level in the shape of examination also a threat for students. Dropout is an initial stage of any student towards a bad era, studies show that students are even addicted to drugs, involved in criminal acts, mental sickness, and even took the extreme step "of suicide".

In Malir District Karachi as per ASC (2021-22), 514 primary schools, a Total Number of teachers of (1407) and above 36,754 students registered in schools, which means 76 average students in each primary school and A teacher for 37 students in each classroom. Although, most social and professional education programs are used for the betterment of the world (Beblavy, Thum, & Veselkova, 2011). Some students decide to drop out of the institute. Some students decide to leave such learning programs because the reason for this dropout is a way to put others' perception as the violence of expectations like integration path (Van Hoorn & Maseland, 2013). Sometimes they face a condemned situation if they violate the normal routine life (Leventhal-Weiner & Wallace, 2011). As a response to this condemnation, students' response is anger (Becker et al., 2018). Dropout rates at the primary and primary levels are alarmingly high in many developing countries. 22.8 million children aging between 5-16 years were out of school in 2016-17, and Sindh, a vast portion of public schools is functioning without basic facilities. While poverty and lack of awareness are at its root. Lower-income families simply cannot afford to send their children to school when they are labouring. Every child out of school today is an opportunity lost for progress tomorrow. Let the number, be it 28m or 22.8m, serve as a wake-up call. Dropout is a critical problem that is connected, directly or indirectly, to many social problems, learning challenges, instructional strategies, inadequate public school infrastructure, and a lack of facilities. To overcomes these gaps this study is designed to explore reasons of students' dropouts from public primary school of Malir district, Karachi, Sindh.

Research Objective

•   To explore the reasons for the dropout of students at public sector primary schools in Malir District, Karachi

Research Question

•   What are the reasons for the dropout of students at public sector primary schools in Malir District, Karachi?

LITERATURE REVIEW

Various researchers and scholars define dropout in their own words according to Jamil (2010) Dropout is "a word used for the youngsters, who for whatever cause other than death, abandon schooling and leave their education uncompleted,".This term is fairly inclusive and covers any students who stop their studies before finishing them for any cause other than the student's death. All levels of study are included in this definition of students. This also applies to students who are dismissed from their educational institution as a result of poor performance or academic failure. The definition of dropout given above may also include certain students who stop their studies owing to sickness.A dropout, according to Malik (2002), is a student who quits school before finishing their program of study. This definition lacks substance and does not address the phenomenon's intricacy. This is a very broad term that includes all students who drop out of school before finishing their coursework. Umoh (1986) defines a dropout as, a student who, for unknown reasons, departed school before the end of the program they were enrolled in" This definition is inclusive of all students who, for any reason, discontinue their intended course of study before it is finished. In a survey conducted jointly by UNICEF and the Government of Pakistan (2000), dropout was defined as the "removal of children from school at any level before completion of basic education." They go on to say that dropout is "a terminology used for the student who left his or her education incomplete, before the completion of the specific program/level of education for which he or she was enrolled in the school, for any reason, and he or she is no longer enrolled in the same level or any equivalent qualification." Poverty, a lack of parental participation, insufficient educational resources, and low academic achievement are all suggested as contributing factors in the literature to primary school dropouts (Imran & Akhtar, 2023).

The population of Pakistan who has ever attended school increased from 61% in 2012-13 to 62% in 2014-15 as a result of the changes initiated in the education sector. This indicates that the educational situation in Pakistan is changing. In 2015, the literacy rate at the national level was 60% (Male = 70%, Female = 40%), which is an increase from the 58% (Male = 70%, Female = 47%) recorded in 2014. The disparity in literacy rates between metropolitan areas of the country (76%) and remote areas of the country (51%), which is 25%, as well as the disparity in literacy rates between male and female population members, which is 21%, need to be addressed effectively, and equitable opportunities need to be provided to male and female population

members to bridge this divide. A comparison of the literacy rates of the provinces reveals that Punjab has the highest rate (63%) followed by Sindh (60%), Khyber Pakhtunkhwa (53%), and Baluchistan (44%), which holds the position for the province with the lowest rate (Pakistan Bureau of Statistics, 2015).According to Article 25-A "The state shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law" (Constitution of Pakistan,1973,p.15). The constitution of Pakistan from 1973, Article 37-B approved the commitment that "The state shall remove illiteracy and provide free and compulsory secondary education within the minimum possible period" (Constitution of Pakistan,1973). Despite all of the efforts and initiatives, a steady number of students are withdrawing from primary education all over the country.In Pakistan, the primary education failure rate was 43 percent in the school year 2001-2002, but it went down to 43 percent in the school year 2007-2008 (Ministry of Education [MoE], 2009). There is no one factor that leads children to stop attending primary school; rather, there is a constellation of factors that push children in that direction (Farooq & Radovic-Markovic, 2016).

The primary obstacles to participation are a lack of access to primary education, belongingness to native, cultural, socioeconomic, or other minority groups, and social isolation. In general, not only is the participation rate poor, but differences can also be seen across districts, females, and those who pertain to metropolitan or country areas (Ahmad, Shami, & Khyzer, 2014). A research project's literature study plays a key function in the subject's clear conceptualization. It is connected to the fundamental issue(s) (Oad, Khan, & Khoso, 2020). It draws attention to the research's shortcomings. This study's chapter covers many research projects/documents, contextual elements of our educational system/policy, and various theoretical stances. They suggested that private schools experience lower student dropout rates than public schools. Additionally, their research shows that schools with nighttime programs had reduced rates of student dropout (double shifts). Because children assist their low-income parents in earning money, double-shift schools give parents the flexibility to send their kids to school. In this way, students can attend school and contribute to their parent's income. Additionally, single-gender schools for girls experience a greater dropout rate than single-gender schools for boys (Kemal & Ahmed, 2000). conducted research on student abandonment in both urban and rural locations. They contended that severe treatment of pupils increased student retention in rural settings, but such harsh treatment was not tolerated in metropolitan areas. Holmes (2006) looked at the elements

that aid in children finishing their primary education. She discovered that women are educated less than men. Asserted that the girls' socio-cultural and financial limitations prevent them from finishing their basic schooling.

In rural places, it is believed that sending females to school will have less of an impact on parents, hence girls are getting married earlier in life (World Bank, 1989). According to Alderman, Orazem, & Paterno (2001), girls' attendance in distant schools and mixed schools is also hampered by sociocultural variables. They believe that by closing gender divides, the literacy gap between men and women in rural regions may be decreased by 40%. The distance between primary schools, according to Holme (2003), was not a major influence on student dropout rates. Additionally, she stated that girls are more likely than boys to continue their education at the intermediate level due to the distance to school. The availability of education is a significant problem or question when discussing the issue of quality education in the context of Pakistan, (Ali, Ahmad, & Sewani, 2022; Ali, Thomas, & Hamid, 2020; Ali, Busch, Qaisrani, & Rehman, 2020); Ali, Thomas, Ahmed, Ahmed, & Ahmed, 2020). Similar to other emerging nations in South Asia and other parts of the world, expanding basic education is essential. About three million children 6-10 years old are currently not enrolled in school. When the figure is combined with the 25% primary school dropout rate, it is seen that Pakistan's primary school dropout rate rises to 47%.

METHODOLOGY

This study is qualitative exploratory in nature. The methodology used for this study is the qualitative methodology. The present study is conducted by phenomenology method.The ultimate goal of the method is to reach an explanation of the nature of the certain phenomenon (Creswell, 2013). The population of the research consisted of all dropout students their parents and heads of institutes from public sector primary schools of district Malir Karachi. The data gathered for the study came from these individuals. The information was gathered through semi-structured interviews. A sample of 16 schools from a total of 514 was utilized in the study to determine the respondents' (10 students, and their 10 parents, and 10 Headteachers).The snowballing purposive sampling strategy was used. To put it another way, the sample was chosen by starting with one person and requesting more contacts from them. While conducting research, in-depth semi-structured interviews with students, parents, and headteachers, provided valuable insights into the reasons behind dropout rates at the primary level was conducted as a research tool. These interviews were conducted in person.The researchers has employed semi-structured interviews, as

a primary source of the data collection procedure in this study. In this research study, data was analyzed through thematic analysis. Themes, sub-themes, and codes are generated from the collected raw data. By this method researcher develops a new theory through an inductive approach/method and on behalf of theory/result findings are explored.

DATA ANALYSIS

Thematic Analysis of Semi-Structured Interviews
Theme One: Reasons for drop out from public primary school of Malir
Students Responses

According to Primary school students Concerns about Academically Failing Students their future chances and opportunities to succeed might be significantly impacted by health difficulties and financial limits. They may have difficulty establishing themselves professionally and may be doomed to a life of restricted options. They may also have trouble getting into good schools or finding high-paying employment. They may also have trouble getting ahead financially or advancing in their chosen profession. In addition, people may be subjected to bigotry and prejudice because of their gender, color, or socioeconomic background. They may also encounter obstacles to their professional development and have difficulty gaining equitable access to promotion chances. A more equitable and inclusive society can only be achieved when people actively pursue equality for everyone and seek to eliminate discriminatory obstacles.

In this regard S(1) says, "*My family could not afford to keep me in school and feed me well, so I had to drop out.*"

Moreover, S(2) says,"*After a few of my pals quit school, I decided to follow suit. We made plans to take advantage of our time together by seeing the city.*"

Likewise, S(6) said that "*Because of the sexual abuse I experienced at the hands of my senior classmates, I dropped out of school and began a career as a motorcycle mechanic.*"

And another S(9) explained, "*My peers come from middle-to-upper-class backgrounds, whereas I come from a lower socioeconomic background. I am picked on due to my socioeconomic status at school. So, I decided to forego further education and try my luck in a new field.*"

In response to the question, they said that although things like illness and family responsibilities do play a role in students dropping out, they should not be used as excuses. They emphasized the significance of children developing resilience and a desire to overcome obstacles,

and they recommended that students seek assistance from educators, counselors, and community services. They also emphasized the need for schools to be accommodating and adaptable for children with health challenges or family responsibilities so that these students may stay in school and succeed.

Parents Responses

According to parents' responses, they exhibit worry and dismay when questioned about their child's decision to stop attending school. Their choice to stop attending school was not made lightly, and it was one that we as a family deliberated about at length. We considered all of the options, talked through the fallout, and made a tough but necessary decision. It was not an easy choice to stop attending classes. Though it would change our lives in profound ways in the long run, we were certain at the time that it was the best option for us. There will be difficulties and unknowns, but we were ready for them. With this new path ahead of us, we were resolved to make the most of every opportunity and show our worth.

As P(3) explains, "*His son's struggles in school might lead him to drop out. His son or daughter has been having trouble following up with the lessons and doing all of the homework, he said. He is also concerned that his child's lack of passion and involvement in class is to blame for his academic struggles.*"

Moreover, P(4) says that "*My kid did not pass primary school due to poor academic performance and inadequate educational guidance.*"

Likewise, P(7) explains that "*his child's low grades and lack of ambition to achieve led to him lagging in school and eventually leading to his decision to quit.*"

When questioned, parents commonly cite worries about their child's mental health or discontent with the education system as the main reasons for their child's decision to quit attending classes. Parents often complain that schools aren't accommodating their children or that their children's mental health is suffering as a result. They may also voice their displeasure with the offered services and facilities for their kid. They worry that the family's financial situation will have a negative impact on their child's future chances. Concerns regarding their child's schooling may also be on their minds.

Headteachers Responses

Some of the interviewees' answers were more intellectual. It was shown that Form 4 test failure and repetition had a role in pupils dropping out of school. Students provide a variety of

reasons for not finishing high school, including disapproval from school administrators, low grades, and a lack of hope for the future.

Likewise, HT(1) The comment was:"*Some pupils may decide to stop attending school after repeatedly failing national tests. Some students give up because they feel there is no use in trying again after repeatedly failing. They feel awkward because of how their peers perceive their failure and respond to it.*"

Moreover, HT(2) added "*Many students stop going to school because they convince themselves they are not smart enough to succeed. They just can't handle being at school anymore. It seems that test failure repeat should be investigated.*"

The aforementioned quotes demonstrate that some educators and school administrators hold the view that student attrition may be attributed to academic failure and/or repetition. Students' perception that they are "not good enough" academically has been linked to their decision to stop attending school.

Theme Two: Factors for Drop out From Public Primary Schools of Malir

Students Responses

According to pupils what happened that made you decide to quit attending classes? Some cited challenges at home, such as with family or health, while others pointed to conflicts with peers or educators as the root of their isolation. On the other hand, other people decided that college wasn't for them and instead looked into other options. Because they didn't think regular education would help them achieve their goals and dreams, some kids decided school wasn't for them and started looking for alternatives. They sought new opportunities that would allow them to better realize their goals and aspirations.

Likewise, S(4) says that " *My mother is sick and stays in bed most of the time, so I take care of her and my seven younger siblings. I also take care of my aging parents.*"

Moreover, S(5) added his views "*The police picked me up for no apparent reason, and when I got out after three days, I discovered everything I had worked on in school to be ruined.*"

Most students abandon their education because of societal economic difficulties, poverty, and a lack of family support. Teachers, classmates, and the larger culture all contributed to the derailment of their academic and social pursuits. These extraneous elements may have a serious influence on a student's drive, mood, and general well-being. Schools and communities must work to address these problems and provide children with the tools they need to succeed.

Parents Responses

Parents of primary school dropouts say What happened that caused your kid to quit attending class? They provide explanations including bullying, school pressures, and personal problems. A lack of drive or interest in their kid is also cited by some parents. Others may speak of a hostile learning environment or a desire to explore non-traditional educational pathways. Many variables may play a role in a parent's choice to look at non-traditional educational opportunities for their kid.

As P(4) said, *"My kid had to quit out due to unforeseen and dire circumstances. His study habits and level of motivation are profoundly influenced by his peer group and the culture in which we live."*

Likewise, P(6) added that *"Due to my monetary issues, we had a hard time paying for their school expenses. I had to work additional hours to help my family make ends meet, so I was unable to devote much attention to my children's academic development and the difficulties they faced in school."*

Moreover, P(7) says,*"Due to my monetary issues, we had a hard time paying for their college tuition. I had to work additional hours to help my family make ends meet, so I was unable to devote much attention to my children's academic development and the difficulties they faced in school."*

The most common reasons students gave for dropping out were problems at home, such as financial difficulties or an overwhelming amount of obligations at home, or other unavoidable events. Some examples of such exogenous factors are having to work to maintain a family or pay medical bills. The key to helping pupils remain in school and succeed academically is fixing the problems that keep them there.

Headteacher Responses

According to the headteachers about drop out ratio more assistance and resources may make a difference in decreasing dropout rates and inspiring pupils to remain in school and thrive academically, all of which are important for controlling the dropout ratio of primary school students. Mentoring programs, tutoring services, and easy access to textbooks are all examples of what this means. Making the classroom a welcoming place for all students is another possible tactic. Providing extra academic tools and help like study groups or specialized courses is another option. Incorporating hands-on activities and experiential learning opportunities, as well as the use

of technology for distance learning, are two other methods. Mentoring and tutoring programs are another possible tactic.

Likewise, HT(2) says that "*Problems with handling parent concerns and disciplinary matters were also raised. He was unhappy with the administration's lack of resources and assistance.*"

Another HT(5) said that "*Frequent changes in educational policy and the dearth of available funding. As a result, both students and teachers face new and difficult obstacles.*"

Moreover, HT(7) added "*impact on their mental health, including increased stress and burnout, was mentioned. The cumulative impact of these detriments may threaten their academic success.*"

In response to questions from primary school principals, Why do you think your pupils have suddenly stopped coming to class? They provide responses that range from "bullying" to "not having enough family support" to "mental health issues." Some school administrators also spoke about having trouble paying for necessary transportation or supplies. Others spoke of having difficulty keeping up with schoolwork or finding the material to be irrelevant. In general, the headmasters identified a broad variety of difficulties they experience in their positions.

No Support from Parents and Headteachers

Students Responses:

Having a constructive outlook and the backing of loved ones is crucial to succeeding in school and improving one's quality of life. Positivity and familial love may be powerful sources of inspiration and drive in the face of adversity. A solid foundation for future success and development may be laid by doing so as well. It may be a powerful tool for success and getting things done.

Likewise, S(1) said,"*My parents have always been supportive of my education, but it is my decision to leave the school.*"

Moreover, S(7) says that,"*Due to a lack of encouragement from my loved ones, I have struggled to make it forward in school.*"

One more S(4) indicated "*Where I come from, education is seen as a waste of time. They place a high emphasis on tradition and find little worth in school, so I have a hard time getting the direction and encouragement I need to perform well in school.*"

And another S(8) added, "*Unfortunately, my parents aren't able to offer me the direction and encouragement I need to do well in school since they themselves did not complete high school.*"

Academic achievement and the psychology of family impact on children's education are key aspects to examine, according to all of the replies from participants, when assessing the success of educational programs and interventions. These elements play a significant part in determining the results for students and should be taken into consideration when formulating educational policies and programs. They may include things like the quality of the teaching, the resources that are made accessible to the children, and the degree to which the parents are involved. The academic program at the school as well as the culture of the institution as a whole are both additional crucial aspects to take into consideration.

Parents Response

When asked to characterize their thinking and the level of support they provide for their children's academic aspirations, parents may react in a variety of different ways. Some parents may consider themselves to have a very supportive attitude, placing a strong emphasis on the significance of education and taking an active role in their children's educational journeys. They may make resources available to their kid, such as tutoring or educational materials, and maintain consistent communication with tchild's teachers to monitor their child's academic development. Some parents choose to adopt a less hands-on approach, believing that their children are capable of taking responsibility for their academic endeavors and only providing advice when it is necessary. In the end, a parent's outlook and level of support for their children's academic endeavors might differ greatly depending on the parent's personal views, the impact of culture, and other factors. The following are some responses:

Likewise, P(9) says "*In my opinion, a good education lays the groundwork for a prosperous life. Our whole worldview is based on being there for our kids no matter what, but the current economic situation makes it impossible for me to accomplish that.*"

One more P (5) added "*I try to strike a middle ground when it comes to my kids' education, but he ultimately made the choice to stop going. Indeed, I urged him to keep studying, but he disregarded my counsel.*"

And another P (10) said,"*It's unfortunate that females' education is generally seen as frivolous or unimportant in my culture, compared to that of guys. But I think it's important to provide kids of both sexes the same chances I had for a good education*."

When asked by your parents how you would describe the mindset and support of your family towards academic endeavors, what did you say? Parents are prepared to offer their children resources and advice in order to help them achieve academic achievement because they share the belief that education is critical to achieving one's goals. This is sometimes seen as a reflection of their lofty goals and hopes for their offspring to achieve in life. They hope that their children will have more favorable circumstances and a more promising future. They feel that education is the most important factor in determining one's level of success in life since it provides their children with the information and abilities they need to be successful in their chosen professions and to have meaningful lives overall.

Headteachers Responses

Likewise, HT(1) says "*There are schools in this neighborhood, but the majority of low-income and low-education families here do not show extraordinary support for their children's education. This disinterest is plain to see in the sparse participation in school events and the poor turnout for parent-teacher conferences*."

Moreover, HT (3) added that"*There is a wide range of student and family attitudes regarding education. Some families are very interested in their children's education, attending school functions, and helping with homework. However, some families may be unable to do so due to a variety of factors*."

It is essential to keep in mind that the replies provided here are generalizations and may not be appropriate for every circumstance. The opinions and support of family members might differ greatly from one another depending on societal, economic, and personal circumstances. Having a solid support network, on the other hand, is essential to one's general well-being as well as their ability to successfully navigate the obstacles that life presents. It is essential to keep in mind that the experiences of each individual are unique and that what is successful for one person may not be successful for another.

Financial issues or Health Issues

Students Responses

When discussing topics such as finances or health with students who have dropped out of school, the reactions you get from them might vary greatly based on their individual experiences, feelings, and situations. The following is a selection of possible replies that may be given to you:

Likewise, S(1) says,"*I struggled to keep up with the bills, textbooks, and food. It had reached an intolerable level of stress.*"

Moreover S(6) said that"*I had to get a few different jobs so that I could provide for my family. It became hard to juggle employment and study.*"

One more S(7) added"*A chronic sickness I got made it difficult for me to go to school regularly and keep up with my studies.*"

And another S(10) said"*It was too much for me to manage on my own since I wasn't given the appropriate accommodations for my health condition.*"

Keep in mind that these are only a few samples of possible solutions and that everyone's circumstance is different. It's crucial to approach dropout kids with empathy, compassion, and a readiness to help or guide them if feasible while discussing these difficulties with them. It might be helpful to encourage them to reach out to academic advisers, counseling services, or other appropriate resources for assistance when they face obstacles.

Parents Responses

Parents may react differently to the financial and health challenges of their dropout children depending on their own experiences, values, and worries. Some answers may be these:

Such as P(2) said that"*We had to make the tough decision to pull our kid out of school temporarily due to a confluence of health and financial issues.*"

Likewise, P(3) added"*There was a confluence of medical and financial problems, and it was evident that our kid needed a study break to deal with them.*"

Moreover P(9) says"*We were already stressed out trying to take care of our sick kid, and paying for their college would have been too much right now.*"

And another P(8) says that"*We were unable to keep our kid in school due to a confluence of medical issues and financial difficulties.*"

It's vital to remember that every family is dealing with its own unique set of circumstances and that their answers will reflect this. It is critical to surround these parents with love and compassion as they try to make sense of their situation.

Headteacher Responses

Likewise, HT(2) says that"*Their current financial situation makes it difficult for them to contribute to their child's education.*"

Moreover, HT (7) said that"*had to make the difficult decision to withdraw their child from school due to unexpected financial strains.*"

One more HT (5) added"*We found certain health issues that were interfering with their child's school performance, so we recommended that they take a break.*"

It's worth noting that answers might differ depending on the character of the principal, the traditions of the school, and the nature of the problem at hand. Regardless, most principals want to help their students as much as they can and make sure they have access to the tools they need to succeed.

School Infrastructure (Drinking Water, Desk/Chairs, Washrooms, Boundry Wall, etc.)

Students Responses

When discussing topics such as peer pressure or other types of social pressures with students who have dropped out of school, the replies you get from them may differ depending on their personal experiences and points of view. The following are some of the replies that they give:

Likewise, S(3) said"*Peer pressure probably influenced my dropout. Many of my buddies skipped courses, partied, and didn't care about education. I felt like I was losing out on enjoyment, and I didn't want to be the only one studying. I felt like I had to fit in with their lifestyle*"

Moreover S(5) says that"*School made me feel like I didn't belong. Since my background was different from most of my students, it was hard to bond. They continuously told me what was 'popular' or 'normal,' and I dropped out because I couldn't manage the isolation and pressure to change.*"

Another S(9) added"*I had numerous expectations from friends and family about how I should live. I felt like I had to go to college to succeed. The academic setting wasn't suitable for me, and I didn't like it. I put my mental health and happiness above societal expectations.*"

Peer pressure and other forms of social influence may have a considerable effect on an individual's behavior and the decisions they make, including whether or not they continue their

education. They could have a sense of pressure to comply and end up making choices that are not in their own best interests because of this. This may result in unfavorable outcomes and make it more difficult for them to achieve success in the future. It is essential to provide assistance and resources to these pupils to assist them in overcoming the difficulties they are facing.

Parents Responses

When questioned about peer pressure or other social pressures, the reactions of the parents of kids who have dropped out of school differ depending on the views and experiences of the parents. The following are some examples of potential responses:

Likewise, P(1) said that"*I think our kid's choice to drop out was heavily influenced by other kids. It seems that peer pressure led them to put their social lives ahead of their academic pursuits. We saw a shift in their outlook on school and a growing need to be accepted by a clique.*"

Moreover, P(4) says"*It's conceivable that our kid was influenced by his or her peers to stop caring about school. It's possible that they became discouraged from school since they saw their friends doing other things.*"

Another P(3) added "*Our kid began hanging out with a crowd that didn't place a high priority on school. They looked to be preoccupied with activities that had nothing to do with their education. It's possible that this factored into their choice to quit school.*"

It is essential to keep in mind that no two scenarios are identical. Furthermore, although peer pressure might play a large part in a student's choice to stop attending school, there are often other elements at play as well. The views, worries, and perspectives that parents have of the issue may be gleaned through their reactions, which can give valuable information.

Headteachers Responses

When asked about the reasons why kids drop out of school due to peer pressure or other social effects, replies from headteachers may differ depending on their views and experiences. The following are some possible replies that they may give:

Likewise, HT(1) says that "*In my opinion, peer pressure is a real factor that contributes to high school dropout rates. Peer pressure is a major factor in the lives of many students, particularly teenagers.*"

Moreover HT(6) said that "*Some pupils, I believe, have difficulty building the emotional fortitude to resist the pull of toxic peer pressure.*"

Another HT(7) added "*Schools may become hostile places because of bullying and other forms of discriminatory conduct. When students are bullied or made to feel alone by their classmates, they may lose interest in school, which may have a negative impact on their grades and attendance.*"

The comments from principals will reveal how well they understand the dynamics at their school and how they've adapted their teaching methods to help kids overcome obstacles and make good decisions. The success of these measures will depend on how school principals react to them.

Findings and Discussion

Reasons for drop out of students from public primary schools of district Malir

- Dropout rates were high in low-income communities because of economic challenges, a lack of financial assistance, and the necessity to contribute to family income.
- Students' participation in extracurricular activities was hampered by a lack of resources such as books, clothes, and transportation.
- Dropout rates were shown to be greater in schools where parents were not actively engaged in their children's education.
- Dropout rates were higher in families with just one parent or in unstable homes.
- Low Test Scores: Students who are having difficulty in school frequently drop out because they get too disheartened to continue trying.
- Low-Quality Educators: Disengagement may have resulted from teachers' incompetence, classroom congestion, and a failure to provide enough one-on-one time with students.
- Some kids dropped out of school because of bullying, discrimination, or harassment they experienced there.
- It was difficult for students with health difficulties to maintain a regular school attendance schedule, particularly those with chronic diseases or those who lacked access to healthcare.
- Due to malnutrition, pupils saw a decline in their academic performance, concentration, and energy levels.
- Dropout rates are greater for females than for boys because of gender disparities caused by societal conventions and gender expectations.
- Cultural customs, early marriage, and child labor responsibilities kept many children out of school. This was especially true for females.

Factors for drop out of students from public primary schools of district Malir

- Students from disadvantaged socioeconomic circumstances are at a higher risk of dropping out of school because of a lack of resources, including money for private tutoring and extracurricular activities.

- Parents from lower socioeconomic backgrounds may be less invested in their children's schooling since they have to prioritize meeting basic financial necessities.

- Parents who have completed higher levels of education are more likely to place a high priority on education and provide an atmosphere that encourages learning in their children.

- A poorer support system for pupils results from a lack of parental participation, which includes a lack of contact between instructors and schools.

- Dropout rates are higher among children from single-parent homes and those from unstable families because they often get less overall support, both emotionally and academically.

- Protective factors against dropout rates include strong family support networks defined by open communication, encouragement, and good role modeling.

- Communities with high crime rates, drug misuse issues, and a lack of after-school opportunities may pose serious challenges to education.

- Dropout rates may be lowered if children live in communities that value education and provide them with safe places to go after school.

- Negative peer pressures, such as partaking in criminal activities, might cause students to lose interest in their studies and eventually quit school.

- Positive peer networks that foster academic success and individual development have been shown to increase student persistence.

- Language problems may prevent students from immigrant families or disadvantaged groups from fully participating in the classroom.

- Dropout rates among these pupils may be lowered by providing schools with inclusive and culturally sensitive settings, as well as language help services.

- Preventing dropout requires early identification of at-risk pupils, according to research. Strong student monitoring systems allow schools to quickly identify and help difficult kids. Effective administration trains teachers to recognize warning flags and provide assistance. Awareness and parent communication with schools may improve this process with community engagement.

- Schools that provide personalized help for pupils have higher retention rates. Administrators may form student support teams including teachers, counselors, and other experts. This strategy targets academic, behavioral, and emotional issues to improve learning and reduce dropout rates.

- Recent research shows that parental and family participation greatly affects kids' education. Schools that regularly communicate, workshop, and have activities with parents strengthen student support. Schools and parents working together may improve attendance, motivation, and dropout rates.

- Partnerships with community groups, non-profits, and companies may help schools get resources and support. These collaborations may include after-school programming, mentorship, tutoring, and non-academic services to children. Holistic assistance increases student engagement and decreases dropout rates.

- A welcoming school environment helps retain kids. When schools stress safety, respect, and belonging, kids are more engaged and dedicated. Anti-bullying, conflict resolution, and restorative justice may help school administrators create a positive learning environment.

Conclusion

The researcher's careful examination of the study's results concludes that several variables have a major bearing on students' educational experiences and outcomes. A student's educational path is shaped by a complex network of influences, including those at school, at home, and in the students themselves.The research has shed light on the ways in which kids' academic engagement and well-being are harmed by hostile school settings, physical punishment, and a lack of extracurricular activities. Similarly, the research has shown the importance of family dynamics, particularly how factors like parental separation, financial strain, and child labor may create an atmosphere that is not favorable to learning. In addition, the researcher's careful investigation of personal aspects underlines the problems caused by learning difficulties and declining enthusiasm for studies. Peer pressure has also been cited as an important element preventing students from succeeding in school. The research shows that these issues are converging, creating a complex picture that calls for a comprehensive approach to school reform. It is the shared responsibility of policymakers, teachers, and parents to provide inclusive learning environments that meet the needs

of all pupils. Collectively, we can pave the way for better educational experiences and outcomes by fostering supportive school environments, providing social and emotional support to students going through familial challenges, and adapting teaching methodologies to accommodate individual learning variations.

Practical Implications

Economically, a nation suffers when its dropout rate is high since a poorly educated population is less productive and has fewer experts. Those who drop out may not have the skills necessary for the open jobs. This may result in part-time work, which in turn may exacerbate existing economic inequalities. Dropout might affect health outcomes because less educated people may have less health knowledge and services. Developing tailored health interventions is practical. The growing demand for social services may make it difficult for those with lower levels of education to qualify for government aid. Crime and social instability tend to rise in tandem with dropout rates. The conclusion for practice is to deal with these problems by implementing specific measures and involving the local community. To overcome dropout rates, governments and schools may need to establish measures like school improvement programs, scholarships, and outreach initiatives. There are real-world applications in learning how family conditions affect dropout rates, which might lead to the development of family support programs and services. Dropout rates may be reduced by sensible long-term planning to raise educational standards, strengthen teacher preparation, and increase funding for schools in underprivileged communities.

Recommendations

Introduce intervention initiatives aimed at identifying students who may be, at risk of leaving school. These initiatives should prioritize the provision of assistance, remedial classes, and counseling to tackle challenges in their initial phases. To encourage engagement in their children's education it is essential to implement various strategies. One effective approach would be to arrange sessions such, as workshops, seminars, and parent-teacher meetings. These events can serve as platforms, for educating parents on the significance of education and equipping them with ways to support their children's learning journey. Offering development opportunities for educators to improve their teaching techniques, classroom management abilities and capacity to accommodate a variety of learning needs is crucial. A dedicated and well-prepared teaching staff can have an impact, on minimizing student dropout rates.

Introducing counseling services in schools is crucial, for addressing behavioral concerns that may contribute to students leaving school prematurely. Trained counselors can provide guidance to students dealing with personal difficulties assisting them in successfully navigating their academic path.

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